



**School of Education
Department of Curriculum and Teaching**

Student Handbook

2014.2015

2015.2016

**Master of Science
in Adolescent Literacy Education (Grade 5-12)**

Table of Contents

I. Purpose and Goals	2
II. Need for Adolescent Literacy Specialists	2
III. Overview of the Hunter College School of Education	3
A. Mission and Vision Statements	3
B. Conceptual Framework	4
IV. The Literacy Program	6
A. Core Beliefs of the Literacy Program	6
B. Philosophy for the Preparation of Literacy Educators	6
C. Goals and Objectives of the Literacy Program	7
D. Program Advisors and Faculty	7
E. Students of the Adolescent Literacy Program and Career Opportunities	8
F. Admission Standards	8
G. Course of Study	8
H. Progress Standards	10
I. Exit Standards	10
V. Managing Your Study Program: Procedures, Processes and Policies	11
A. Academic Advisement	11
B. Registering for Classes	11
C. Transferring Credits	12
D. Exemptions and Waivers	12
E. Requesting a Leave of Absence	12
F. Applying for Readmission	12
G. Graduate Program Time Extension	12
H. ID Cards	12
I. Grades	13
J. Applying for New York State Professional Certificate	13
K. Graduation Procedures	13
VI. Student Services	14
A. Office of Education Services: W1000	14
B. Blackboard: Online Course Management System	14
C. Hunter College Student Email Accounts	14
Appendices	16
A. New Student FAQ's	16
B. Directory and Resources	17
C. Guidelines for the Professional Teaching Portfolio	18
D. Technology Competencies	20
References	22

I. PURPOSE AND GOALS

A Masters in Adolescent Literacy Education (Grades 5 through 12) will prepare provisionally or initially certified middle and high school teachers to earn the New York State Literacy Specialist Certificate. Central to this new 31-credit program is a commitment to equip middle and high school teachers with specialization in literacy to meet the needs of urban pre-adolescents and adolescents who are struggling with literacy and who will, if their needs are not met, be entering and studying with less than optimal skills in high school. The curriculum is designed to prepare middle and high school content area teachers to integrate strategic teaching of literacy throughout their subject areas. The program also aims to prepare competent literacy specialists who will lead the school's efforts in developing and implementing intervention programs as well as integrating literacy across the curriculum.

Created by a group of dedicated professors whose work in reading instruction was recognized as exemplary by the National Commission on Excellence in Elementary Teacher Preparation for Reading Instruction (Hoffman, Roller, Maloch, Sailors, Duffy & Beretvas, 2005), the current Masters in Literacy Education Program (Birth through Grade 6) began its first enrollment in September of 2001, following approval by New York State during the re-registration of all teacher education programs. In 2003, this program won national recognition by the International Reading Association, and it has been presented nationally and internationally as a model for such programs at the university level. The program has been extremely successful, admitting full cohorts of approximately 30 provisionally/initially certified teachers each semester. Modeled after this program, this Masters in Adolescent Literacy Education (Grades 5 through 12) will strengthen Hunter's efforts in building a center of excellence in literacy education and expand notions of excellence in preparing literacy specialists from birth to grade 12.

II. NEED FOR ADOLESCENT LITERACY SPECIALISTS

Traditionally, teaching literacy has been regarded as the responsibility of elementary school teachers. However, studies show that children who are reading at grade level in the elementary school do not automatically become proficient readers when they enter middle or high schools (Biancarosa & Snow, 2004). National longitudinal data show that three quarters of students who exit third grade as struggling readers continue to read poorly in high school (Allington, 2001; Peterson, Caverly, Nicholson, O'Neal, & Cusenbary, 2001; RAND Reading Study Group, 2002). Yet, the struggling readers in middle and high schools are under-served, as the number of reading specialists in secondary schools has declined over the past decade (Bean, Cassidy, Grumet, Shelton, & Wallis, 2002).

In New York City, the teens most at risk—those with cultural and linguistic minority backgrounds and those attending schools in poor communities—are hurt disproportionately, since their early literacy instruction is more likely to have been less than adequate. Struggling readers fall even further behind with the increasing demands of discipline-specific courses. Many content area teachers in middle and high schools lack substantial knowledge, skills, and training in teaching literacy. Most pre-service programs for middle and high school teachers require only one content area reading course. Furthermore, middle and high school English teachers are usually trained in English education programs, making them ill-prepared to help students to successfully read technical materials drawn from science or math, or to meet the needs of all students, including culturally and linguistically diverse students, and students who struggle with

reading and writing skills. It is common for those schools looking to hire English teachers to be more concerned with how well candidates can teach reading and writing than with how well they know the English content. For these reasons, a comprehensive program is essential to meet the diverse needs of *all* our students within urban environments.

III. OVERVIEW OF THE HUNTER COLLEGE SCHOOL OF EDUCATION

Hunter College was established in 1870 as an all-female Normal School, devoted exclusively to the education of young women preparing to teach. Thomas Hunter, president during the first 37 years, opened the doors to all qualified women, irrespective of race, religion, or ethnic background, flying in the face of the common practices prevailing at the time. Created by the New York State Legislature, Hunter was deemed the only approved credentialing program for those seeking to teach in NYC. Hunter grew along with the city's increasing need for teachers. Through the remarkable efforts of Thomas Hunter during his 37-year tenure, Hunter came to be known for its:

- Impartiality regarding race, religion, ethnicity, or financial/political favoritism
- Championing of high quality higher education for women,
- High entry requirements (demonstration of high personal merit)
- Substantive and rigorous academics.

A. Mission and Vision Statements

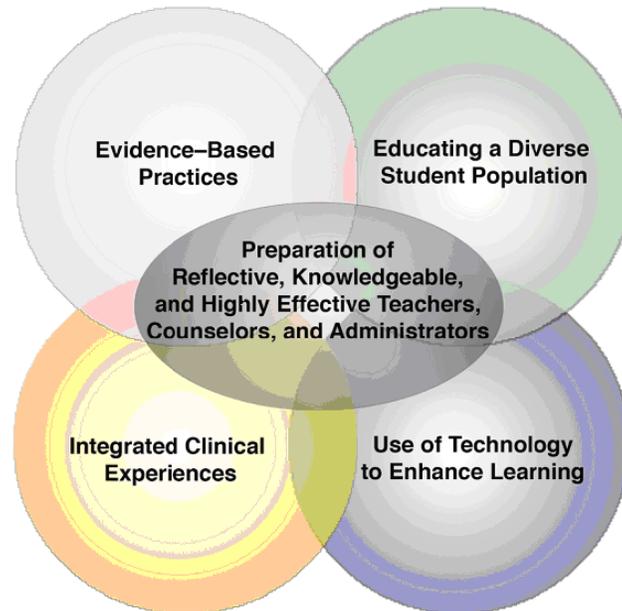
Hunter College Mission Statement: Hunter College is a comprehensive teaching, research and service institution, long committed to excellence and access in the education of undergraduate and graduate students in the liberal arts and sciences, as well as in several professional fields: education, health sciences, nursing, and social work. The goal of a Hunter College education is to encourage the fullest possible intellectual and personal growth in each student. While preparation for specific careers is an important objective of many programs, the fundamental aim of the college experience as a whole is to develop a student's rational, critical, and creative powers. It includes a broadening and deepening of outlook: an awareness of one's own and other cultures as well as of the enduring questions and answers concerning being, purpose, and value that confront humanity. Finally, the educational experience at Hunter is intended to inspire a zest for learning as well as to bring the recognition that learning is pleasurable and knowledge is useful.

School of Education Mission: The Hunter College School of Education is dedicated to the preparation of deeply thoughtful, knowledgeable and highly effective teachers, administrators, and counselors. Our commitment is to educating these candidates — future professionals who will make a significant impact on the academic achievement, as well as the intellectual, social, and emotional development of their students.

School of Education Vision Statement: We envision a School of Education in which candidates are immersed in research-based, clinically grounded, culturally competent, and technology-rich programs. We are focused on enabling these candidates to achieve substantive learning gains for the students and schools they will serve.

B. Conceptual Framework

The goal of the School of Education is to prepare candidates who will demonstrate, through their professional commitments and practices, those multiple competencies that promote effective learning.



Evidence-Based Practices

The School of Education grounds its course content in the best field-based research and practice. Faculty review findings from their respective disciplines to provide our candidates with the strategies needed for effective instruction. Our candidates master the theory and practice of effective pedagogy in their subject areas, and acquire the tools for reflection on and improvement of their professional work. They achieve a solid foundation in the history, philosophy, psychology, sociology, and methodology of education that enriches their teaching. Candidates gain expertise in analyzing and using assessment of student performance to guide their instruction and create optimal learning environments for students.

Integrated Clinical Experiences

The School of Education ensures that its candidates understand and experience the realities of school contexts. We establish strong connections with partnering schools in New York City and surrounding areas. We provide extensive fieldwork with supportive supervision in these schools. Our candidates engage in carefully sequenced and comprehensively assessed clinical experiences prior to their graduation.

Educating a Diverse Student Population

The School of Education provides its candidates with the critical skills and understanding necessary to be responsive to the multiple challenges of all learners: students with a wide range of backgrounds, cultures, abilities, and prior knowledge. We teach candidates to create humane and ethical learning communities in their classrooms and schools. They gain the ability to collaborate successfully with parents, families, community members, school faculty, and staff in order to provide this support.

Use of Technology to Enhance Learning

The School of Education prepares candidates with the practical and theoretical knowledge of effective and judicious uses of technology in a variety of school settings and for a broad spectrum of learners. Formative and summative assessments of our candidates' technology competencies are a critical component of preparing them for tomorrow's schools. We believe that appropriate uses of educational technology enhance learning, assessment, and communication.

Hunter College School of Education

Dept of Curriculum & Teaching	Dept of Ed Foundations & Counseling	Dept of Special Education
Childhood Education	Educational Foundations	Early Childhood Special Education
Adolescent Education Programs: Math, Science, Social Studies, English, Foreign Languages	Counseling Programs	Early Childhood Special Education w/Annotation in Severe/Multiple Disabilities
Early Childhood Education Program	Educational Psychology	Childhood Special Education: Learning Disabilities
Literacy Programs		Childhood Special Education: Behavioral Disorders
TESOL		Childhood Special Education w/Annotation in Severe/Multiple Disabilities
Dance Education Program		Childhood Special Education: Blind and Visually Impaired
Music Education Program		Deaf & Hard-of-Hearing Programs
School Administrator & Supervisor Programs		

IV. THE LITERACY PROGRAM

A. Core Beliefs of the Literacy Program

The courses, content, and competencies of the Hunter College Literacy Program are built upon shared core beliefs and values about literacy, adolescents, and teachers. The core beliefs that guide the coursework in the program are:

- The goal of literacy is to produce lifelong learners (for teachers and students) who use literacy to meet their needs and purposes (Alvermann, 2001); and is reflected in competencies and methods of evaluation throughout the program.
- Literacy is a dynamic, social process of speaking, listening, reading, and writing that involves discourse practices, values, and beliefs acquired at home and learned in school (Gee, 1994); and is reflected in coursework in literacy, language literacy and learning, adolescent literature, and embedded orientations to content in many other courses.
- Literacy skills can and should be instructed, experienced, and learned in many ways to meet multiple needs and purposes (Allington & Cunningham, 2002; Kamil, 2003); skills are reflected in coursework in instruction, writing, literacy within the disciplines, remediation, and the organization of literacy programs.
- Culturally responsive and differentiated instruction, curriculum, and assessment are critical approaches for equity and for making literacy accessible to all students (Banks, 1994; Delpit, 1996; Gay, 2000; Ladson-Billings, 1994); and is reflected in all coursework and methods of evaluations.
- Involvement of and communication with families, communities, supplemental service providers, and professional colleagues is essential in supporting the literacy development and meeting the learning needs of diverse students within urban settings (Deshler, Palincsar, Biancarosa, & Nair, 2007); and is reflected in modules in special needs adaptations and coursework in leadership, diagnosis, assessment, and embedded competencies and methods of evaluation in many other courses.
- Diversities in all forms (including exceptionalities and giftedness) at many levels and in many contexts are strengths that should be built upon for effective literacy learning to occur (Sleeter, 2001); and are reflected throughout the program in competencies, methods of evaluation, and orientations to content.
- Assessment is the foundation upon which instruction, curriculum design, and program development should be based (Stiggins, 2002); and is reflected in coursework in assessment, diagnosis, instructional approaches, leadership, and embedded in competencies and methods of evaluation in other courses.

B. Philosophy for the Preparation of Literacy Educators

The Hunter College Literacy Program is also guided in its design by values about pedagogy in graduate education. The values held by the Literacy Program are reflected in the content of and approaches to the coursework:

- Competencies are built through multiple exposures, experiences, and opportunities to apply knowledge across a number of contexts and are measured at the height of integration in specific courses and transition point evaluations (Lanier & Little, 1986).
- Professionalism is modeled, discussed, and supported through introduction to professional associations, journals, and activities that foster professional growth and

development in a variety of contexts and at multiple levels of involvement (Grossman, Wineburg & Woolworth, 2001).

- Theoretical and research-based knowledge is foundational but revisited frequently through critique, application, and analysis in a variety of contexts and from a diversity of perspectives (Darling-Hammond, Bransford, LePage, Jammerness, & Duffy, 2005).
- Integration is the most effective manner to support professional growth in practice in the areas of assessment, challenges of diversity, aesthetics, and technology when foundational knowledge has been established (Greene, 2000).

C. Goals and Objectives of the Literacy Program

In addition to national standards and the literature base for reading professionals, the design of the Literacy Program was guided by features of excellence in effective teacher education programs (Harmon, et al, 2001). Those features (in bold) were further elaborated by the faculty of the Literacy Program and are congruent with the conceptual framework of the School of Education:

- **An articulated vision** of producing knowledgeable, skillful, sensitive, and reflective urban literacy educators who acknowledge the power of literacy proficiency to grant or limit one's access to societal goods and services.
- **A shared mission** to educate master teachers who are prepared to respond to the diversity and complexity of the range of issues and challenges confronting literacy learners in urban settings.
- **An apprenticeship model** that supports and collaborates with teachers in developing their competencies through structured experiences with whole class, small group, and individual settings of literacy learning.
- **A focus on professional identity development** that is grounded in a vision of oneself as a member of a professional community of lifelong learners who test and validate their understanding of themselves as literacy educators through dialogue, reflection, and participation in professional associations and activities.
- **A demonstrated sensitivity to diversity** where language development and literacy learning instruction, curriculum, and programs reflect and value each individual's ethnic, linguistic, and cultural experiences, needs, and priorities.
- **Utilizing standards** in order to guide decision-making in the analysis, evaluation, and design of literacy environments, curriculum, materials, and programs.
- **Delivering broad-based content** that prepares skillful practitioner-leaders who demonstrate knowledge of processes, products, and practices through exemplary literacy instruction, curriculum development, and program design.
- **Meeting individual needs** through proficiency in adapting, organizing, and communicating about literacy to best meet the needs of diverse learners including those with exceptionalities and giftedness.

D. Program Advisor and Faculty

Program advisors are full-time faculty members teaching in the Literacy Program. Currently, the adolescent literacy advisor is Jody Polleck. She can be reached via email at jpolleck@hunter.cuny.edu or by phone at (212) 772-4639.

Professors Teaching in the Adolescent Literacy Program

Professors	Email	Courses
Nadine Bryce	nbryce@hunter.cuny.edu	EDLIT 730 & 757
Ann Ebe	ann.ebe@hunter.cuny.edu	EDLIT 730 & 735
Yang Hu	yang.hu@hunter.cuny.edu	EDLIT 753 & 756
Jody Polleck	jpolleck@hunter.cuny.edu	SEDC 711 and EDLIT 745, 740, 752, 755, & 757
Jenny Tuten	jtuten@hunter.cuny.edu	EDLIT 745

E. Students of the Adolescent Literacy Program and Career Opportunities

The program is designed to serve provisionally/initially certified teachers who wish to:

1. Become knowledgeable and skilled in integrating the teaching of literacy in the content areas in middle and high schools;
2. Develop the expertise to work collaboratively with content area teachers in using effective literacy instruction across the middle and high school curricula;
3. Become knowledgeable and skilled in culturally responsive and differentiated literacy instruction, curriculum, and assessments;
4. Look forward to a career as a leader in the teaching of literacy at the school, district or city-wide level;
5. Obtain preparation in one-on-one and small group literacy intervention programs;
6. Earn a master's degree or gain the 31-credits above the master's degree for their salary differential.

Career opportunities for graduates of the proposed program include:

1. middle and high school content area teachers with special expertise in integrating the teaching of language and literacy into their specialty;
2. middle and high school literacy specialists and coaches;
3. literacy specialists in hospitals and community centers;
4. literacy specialists in private tutoring practice;
5. literacy specialists in educational publishing industry

F. Admission Standards

1. A cumulative undergraduate GPA of at least 3.0 from an accredited bachelor's degree program or a GPA of at least 3.5 from a master's program.
2. New York State initial, professional, or permanent teacher certification as a middle childhood (5-9) or adolescent (7-12) content teacher.
3. Satisfactory communication skills, as demonstrated through an oral interview and an on-site writing sample, after the application is reviewed.
4. Submission of a letter of recommendation from a supervisor to be included in the application as one of the two required recommendations.

G. Course of Study

The curriculum is designed to help teachers develop professional dispositions and expertise in literacy education, in accordance with standards established by the International Reading Association, New York State Commissioner's Regulations and the knowledge required for the NYSED Literacy Content Specialty Test. Strategies for helping English language learners

(ELLs), special needs students, and the use of technological and culturally responsive and differentiated instruction are integrated in every course. The program of study emphasize strategies for developing middle and high school students’ abilities to comprehend, discuss, study, and write about multiple forms of text (print, visual, and oral), by taking into account their interests in the Internet, hypermedia, and various interactive communication technologies. The 31-credit course of study consists of three cores: Content Core (15 credits), Intervention Core (9 credits), and Leadership Core (7 credits) as the following table illustrates:

M.S. Ed. in Adolescent Literacy Education (Grades 5-12)

Course	Course Title	Credits
Content Core (15 credits)		
EDLIT 730	Language, Literacy and Culture	3
SEDC 711	Advanced Study of Young Adult Literature in Our Diverse Society	3
EDLIT 753	Methods of Teaching Writing: Grades 5–12	3
EDLIT 754	Literacies within the Disciplines: Grades 5–12	3
EDLIT 735	Survey of Instructional Approaches for Language and Literacy Development: Grades K -12	3
Intervention Core (9 credits)		
EDLIT 755	Literacy Instruction for Struggling Readers and Writers	3
EDLIT 756	Literacy Assessment: Grades 5 – 12	3
EDLIT 757	Practicum in Literacy Assessment and Intervention: Grades 5–12	3
Leadership Core (7 credits)		
EDLIT 752	Practicum in Literacy (<i>beginning for entering Cohort Fall 2014</i>)	1
EDLIT 745	Literacy Research for Change	3
EDLIT 740	Leadership in Literacy	3
Total:		31

Below is a five-semester model. Students entering the program with a 3- or 6-credit exemption/waiver, or those who will take three courses in any two semesters, can be expected to finish the program in four semesters.

Fall	Spring	Fall	Spring	Fall
EDLIT 753	EDLIT 755	EDLIT 756*	EDLIT 757*	EDLIT 754
EDLIT 735	EDLIT 730	SEDC 711	EDLIT 745*	EDLIT 740*
			EDLIT 752	
6 credits	6 credits	6 credits	7 credits	6 credits

*Highlighted courses need to be taken in sequential order.

H. Progress Standards

1. Master's candidates must maintain an overall GPA of at least 3.0.
2. Master's candidates with more than one course grade below B- in literacy courses will not be allowed to continue in the program.
3. Master's candidates with a grade of Incomplete in any course will be restricted from registering for more than one course. Those with two or more grades of Incomplete are prohibited from registering for any courses.

Note: It is recommended that students with two or more IN's take an official leave of absence.

I. Exit Standards

1. Overall GPA of 3.0 or better.
2. A grade of B or better in literacy courses EDLIT 752, EDLIT 757 and EDLIT 740.
3. An "achieved the standard" rating, or better, on the Professional Teaching Portfolio during final presentation to the Literacy Portfolio Review Committee.
4. Students must pass the School of Education technology assessment.
5. Students must complete DASA workshop.

V. MANAGING YOUR STUDY PROGRAM: PROCEDURES, PROCESSES, AND POLICIES

A. Academic Advisement

Academic advisement usually takes place in mid-November of the fall semester and mid-April of the spring semester, prior to early registration. You will be notified by email about your advisor's advisement hours. You can make an appointment with your advisor, usually by signing up on the appointment sheet posted on your advisor's office door. It is important to meet with your advisor during the advisement time to update your program plan, discuss your progress, choose courses you will be registering for the following semester, and obtain permission for registering courses that require departmental permission, such as EDLIT 757, EDLIT 752 and EDLIT 740. You can also discuss your plans/progress relating to the program portfolio with your advisor during advisement time.

B. Registering for Classes

Early registration takes place at the end of November and April. Here are the steps to register for classes:

1. **If you register for your final semester courses**, you are *strongly* urged to take advantage of your priority registration date and time, and register early to avoid being closed out of courses you need to graduate. It is **IMPORTANT** to let the coordinator know that the next semester is your final semester so that your name can be included in the list of graduating students for a eportfolio workshop in early January or June.
2. **Obtain permission:** If you are going to register for any of the following courses you'll need to email the program coordinator so that permission can be entered for you: SEDC 711, EDLIT 757, EDLIT 752 and EDLIT 740.
3. Please know that permissions are given on a **first-come-first-served** basis till all the seats are claimed for in each section. So plan ahead.
4. If you email request permission, please include your **FULL NAME**. (Make sure your last name is the same as the one in the Hunter system.)
5. **Know your registration date.** Check your CUNYfirst account to see your assigned date for registration. You can also check the Registrar's web page for this information.
6. **Clear any stops.** Check your CUNYFirst account to make sure you do not have any stops. If you do, please clear them before you register. You can contact W1000 (212-772-4624) if you need further information about the stops.
7. **Course Schedule.** Find the course schedule in CUNYfirst.
8. **Register.** Register online through CUNYfirst on the day the Registrar has assigned to you to take advantage of your priority order. Please know that *we can't register anyone*, that you must register yourself, *and that permission does not constitute registration*.
9. **Payment. IMPORTANT!** Having registered for a course doesn't guarantee a seat until you pay the tuition. You should check the Registration and Payment Schedule for payment due dates and pay online by the due date. If your payment is late, your registration will be dropped without warning. Meanwhile, the course might be filled by the time you can register again *at the end of the registration cycle*. Please check your loans and make sure it would go through by the payment deadline.
10. **Waiting list.** If you need to register for a course which is closed, please *call OES, W1000 at 212-772-4624*, to put your name on a waiting list.

C. Transferring Credits

You may transfer in a maximum of 12 credits of required coursework in the Literacy Program by submitting a transfer credit form, official transcript, and course description in the catalogue and syllabus. Transfer of credits is subject to the approval of the advisor/coordinator and of the chairperson of the department from which the transfer credit is being sought. Courses to be considered for transfer credit must have been taken at graduate level within the past five years, with a grade of B+ or better.

D. Exemptions and Waivers

You may exempt up to three credits based on undergraduate/graduate work. Exemption/waiver forms are available in room 1000W. Waived courses must be replaced with another course. Submit forms to Program Coordinator, together with a transcript and a description of the course (catalog description and/or syllabus). Waived courses will need to be replaced with other Hunter courses to ensure you complete 28 credits at Hunter College.

E. Requesting a Leave of Absence

Hunter presently requires continuous attendance in order to maintain good standing in your program. If this is not possible, you may request a leave of absence for a specific period, by obtaining the approval of the Literacy Program coordinator. Leaves are approved only for disabling illness, maternity, military service, or other unusual circumstances. Leaves may be approved up to a maximum of two semesters. A letter must accompany your request for leave. After a leave, you must apply for and be formally readmitted to the college by the Admissions Office, Room 223N.

F. Applying for Readmission

If you have not been in attendance for one or more semesters, you must apply for readmission. Applications are available in the Admissions Office, Room 223N. Deadlines and fees apply. Persons whose GPA is below 3.0 for one semester, whether in attendance or not, are debarred from future study and may not be readmitted. Written letters of appeal may be addressed to the Dean of the School of Education.

G. Graduate Program Time Extension

Your graduate program must be completed within five years. If you need to exceed this time limit, you are required to file an Application for Graduate Time Extension. This extension must be approved by the Literacy Program Coordinator and the Dean of Education. The application must be accompanied by a letter of explanation as to why this extension is necessary. Your time is calculated from the first semester of matriculation in the Literacy Program. Extensions of one year are granted for legitimate reasons. Extensions beyond one year are not often approved.

H. ID Cards

If you have paid your tuition in full and do not have a Hunter College ID card you must go to the West Building Lobby to obtain one. Please be sure to bring another form of identification with you. You must show a paid Bursar's receipt to obtain an identification card.

I. Grades

- The School of Education does not permit auditing or grades of Pass/Fail, Credit/No Credit.
- Appeals of grades must be submitted in writing to the appropriate department chairperson, provided that students have first tried to resolve their differences with the instructor involved (attach documentation). The Chairperson will appoint a committee (including one student member) to review the appeal.
- Incomplete Grades: Grades of "Inc" must be changed to letter grades within one year or they remain on the record. They are not calculated in the GPA (for graduate courses) and do not revert to "F". Students who were admitted with non-matriculant, probationary status are not permitted grades of "Inc" in the probationary courses taken prior to matriculation.

J. Applying for New York State Professional Certification

- Pass the New York State CST (Content Specialty Test: Literacy). You can obtain information about the test from www.nysed.gov or www.nystce.nesinc.com.
- After completing your course of study in the Literacy Program, you are eligible for two New York State certifications: one is a professional certification in the same area of your initial certificate; the other is a professional certification as a Literacy Specialist. You will apply for the professional certification (of your initial certificate) on your own through certificate progression. For your professional certification in literacy, you will start the application process in your final semester here at Hunter by applying online at <http://www.highered.nysed.gov/tcert/teach/>. Instructions for applying for both certificates are available on the School of Education web site under Certification. Hunter College will send institutional recommendation once your graduation has officially posted.

K. Graduation Procedures

Graduation Audit Form

A formal application for graduation must be filed in the Office of Educational Services (OES) during the first three weeks of the semester in which a student expects to receive their degree. The graduation application form, officially called Degree Audit Application Form (DAAF), can be printed from the School of Education web site under Graduation. The DAAF must be submitted to the program coordinator for review. Then the form will be forwarded to OES, which will email a copy of it back to the student with a letter on next steps.

NOTE: You must be enrolled during the semester in which you expect to graduate. If for some reason you are not (e.g., you finished all of your coursework, but were just making up an Incomplete or finishing your Portfolio), you must pay a maintenance of matriculation fee. Maintenance of matriculation form can be printed from Registrar's web site. If you wish to participate in the commencement ceremony, you must attend the Hunter College commencement fair. Announcements will be made through the Hunter College and School of Education web sites.

VI. STUDENT SERVICES

A. Office of Education Services (OES)—W1000

Located in Room W1000, this office provides various services to students in the School of Education, including general advisement, registration assistance, transcript evaluation for admission, certification advice and assistance, and graduation audits. In addition to your faculty advisor who will advise you on program requirements and course information, get to know the staff in the OES as they can provide you with much helpful information and service. Posted information located outside/inside 1000W:

- Certification and licensing information
- Faculty office hours

You can also obtain the following forms in the OES or download from the School of Education web site under Current Students:

- Request for Exemption or Waiver of a Course Requirement in a Graduate Program
- Graduate Approval and/or Transfer of Credits Request
- Application for Permit to Attend Another College
- Request for Graduate Leave of Absence
- Application for Graduate Readmission

Please note that all of this information can also be obtained from the School of Education website: <http://www.hunter.cuny.edu/school-of-education/current-students>.

Office Hours

Monday through Thursday: 10:00 a.m.- 6:00 p.m.

Friday: 10:00 a.m. – 4:00 p.m.

Office Telephone Number: (212) 772-4624

B. Blackboard: Online Course Management System

Blackboard (<http://bb.hunter.cuny.edu>) is an online course management system used by Hunter professors to post their syllabi, handouts, and assignments. A unique feature of Blackboard is a discussion board which is used for students to discuss with other course participants course related questions posted by the professor. Most of the classes you take will require you to access the course website through the Blackboard homepage. If you are in a class that uses Blackboard, be sure to check the class website at least weekly in order to learn important information and participate in class discussions. To access Blackboard, you need a computer with an Internet connection and a browser such as Internet Explorer or Moxilla Firefox.

C. Hunter College Student Email Accounts

Your Hunter email account is a fast and easy way for you to stay informed of important dates, announcements, and events at Hunter. Here are some of the important reasons to use your Hunter email account:

- Access Blackboard
- Get your grades
- Receive official college mail and announcements
- Receive information regarding advisement and registration

Every student at Hunter is provided with an email account free of charge. We encourage you to take advantage of it and to use it for all Hunter-related business. Even if you already have a personal e-mail account, you can use the Hunter account to receive all your Hunter communications and have them forwarded to the e-mail address of your choice. Hunter e-mail can be accessed from any computer with Internet access and a web browser.

Student Technology Helpdesk: The Student Helpdesk is located in 109 Hunter North. Its hours are as follows:

Monday-Thursday:	9 am to 8 pm
Friday & Saturday:	8 am to 5 pm
Sunday:	12 noon to 5 pm
Phone:	212-650-3624
E-mail:	studenthelpdesk@hunter.cuny.edu

APPENDICES

A. New Student FAQ's

When do I register?

Registration for newly admitted students usually takes place two weeks before the first day of class. You'll be notified in your acceptance letter a date for the new student orientation. During the orientation, you'll be introduced to your program advisor and be advised on planning your study program and courses to take in your first semester. Here are the steps for newly admitted students to register:

1. Submit your immunization record.
2. Pay commitment deposit.
3. Come to the orientation to be advised on what courses to take.
4. Register online by creating a CUNYfirst account.
5. Go to Bursar's office (Room 238 North Building) to pay the bill.
6. Obtain a Hunter College photo ID.

Does it matter in which order I take courses in the program?

Yes. Many courses are pre- or co-requisites, so these courses should be taken first. It is important to plan your study program to make sure you take courses in the right sequence especially if you wish to complete the program in four or five semesters.

What happens if I have not submitted my immunization records?

You will be limited to registering for only one course until you provide your immunization records. The immunization form is usually mailed to you with your acceptance letter. You must complete the immunization record and return it to the Hunter College Office of Health Services **before** you register. You can go to the Office of Health Services (307 North) to drop off your record prior to coming to the new student orientation. If you need to contact the Health Services, please call (212) 772-4800.

Can I take classes full-time or part-time?

A full-time load is considered to be four courses (12 credits). A part-time load is considered one to two courses. Regularly matriculated students may study either full-time or part-time. All of the courses in the Literacy Program are scheduled to take place after 4:30 p.m., Monday through Thursday. Students who work full-time are encouraged to take two courses each semester. You may consider taking one class if you are in your first year of teaching. Courses are sometimes offered during the summer, but not on a consistent basis.

Does Hunter College offer any financial aid for graduate students?

At the present time, the Literacy Program is not able to offer student assistantships or grants. However, for information about other financial aid options, you should contact the Hunter College Financial Aid office (North241 or at www.hunter.cuny.edu/finaid). Generally, the financial aid office requires students seeking aid to fill out a FAFSA form (also available online at the financial aid website) in order to be evaluated for the types and amounts of assistance they are eligible for. The OASIS (Office of Administrative and Information Services) in North217 is the college's one-stop service center for financial aid, registrar, and bursar services. For

information on scholarships and grants, contact the Office of Student Services (11th Floor, East Building, 212-772-4878) and the Provost's office (17th Floor, East Building, 212-772-34150).

What is conditional admission to the Literacy Program?

You may be offered conditional admission if:

- You have not yet received your initial New York State teaching certificate;
- Your undergraduate BA/BS degree hasn't been posted.

How do I get information about registration, course schedules, courses changes, and events in the program?

The Registrar sends e-blasts to students regularly about registration. The School of Education as well as the Literacy Program will maintain communication with students through listserv. Make sure that you check your Hunter email regularly.

B. Directory and Resources

All correspondence specifically regarding the Literacy Program can be directed to the following address:

Yang Hu, Coordinator, Literacy Program
 Dept. of Curriculum and Teaching, Rm W901
 Hunter College School of Education
 695 Park Avenue
 New York, NY 10021

Important Offices at Hunter College

Office	Phone	Location
Office of Education Services	772-4624	W1000
Registrar's Office (OASIS)	772-4474	N217
Bursar's Office	772-4400	N238
Financial Aid Office	772-4820	N241
Office of Student Services	772-4878	East Building, 11 th floor
Blackboard Support	650-3628	NC104
Office of Health Services	772-4800	N307

Professional Organizations for the Literacy Teacher

American Educational Research Association www.aera.net
 International Reading Association www.reading.org
 National Council for Teachers of English www.ncte.org
 National Reading Conference www.nrconline.org

C. Guidelines for the Professional Teaching ePortfolio

Purposes

The fundamental purposes for assessing your knowledge, skills and dispositions are to *improve and support learning and teaching* both at Hunter College and in the schools in which you teach. Within these two broad categories, the essential purposes of the Professional Teaching Portfolio as an assessment and learning tool are defined as:

- a. Review your work, integrate your learning and reflect comprehensively on your progress within the program and on your achievement of International Reading Association (IRA) standards;
- b. Reflect comprehensively on the ways that coursework and fieldwork have prepared you, as literacy educators, to impact your teaching and your students' learning in the classroom;
- c. Claim membership in a learning community of reflective practitioners by contributing to the community, as well as taking ownership of your continuing professional development.

Procedures

What is a Professional Teaching Portfolio?

- It is a collection of authentic, learner-specific artifacts that give evidence of your competence in meeting IRA standards, your learning, growth and accomplishment as a learner, literacy teacher and educator.
- It includes reflective summary of your beliefs of literacy education.
- Most importantly, the electronic platform affords you a space and structure to reflect—watching over your learning, and gaining better understanding of yourself as a learner, teacher and thinker.

What is it used for?

- It is a graduation requirement of the MSED candidates of the Literacy Program.
- It is used to show your competence in meeting IRA standards, to cultivate a reflective stance, and showcase your growth and accomplishments.
- It allows you to integrate knowledge and learning between and among courses, between theory and practice, and between graduate classrooms and classrooms in which you teach.
- It provides not only a holistic picture of your learning progression, but also a platform for mentoring, allowing the literacy faculty to get to know you better as a learner outside individual courses.

How is my ePortfolio evaluated and reviewed?

1. Rubrics for artifact tags, and benchmarks will be sent to you through Digication via *Assignments*.
2. Your faculty advisor will provide ongoing feedback through Digication.
3. During your final semester, initial review of your ePortfolio will begin in early March in the spring semester or early October in the fall semester. All entries must be completed for initial review. Revision of your ePortfolio, if necessary, will need to be completed before the final review, which will commence in late April in the spring semester, or late November in the fall semester. All revisions must be completed before graduation in order to meet graduation requirement.

Timeline

ePortfolio Timeline	
<p>Initial ePortfolio Workshop</p> <ul style="list-style-type: none"> ➤ Early January or June after your first semester ➤ Attendance required 	<p>This will take place <u>after your first semester ends</u> (early January or early June). At the workshop, you will begin to get to know others in your cohort, reflect on your learning during your first semester at Hunter, and be introduced to Digication, an electronic platform to build your ePortfolio. You will also learn how to create an account on Digication.</p>
<p>Initial Entries Welcome About Me Progress Artifacts Artifact Tags</p> <p><i>Complete within the first three weeks of your second semester.</i></p>	<p>After the initial workshop, you will take advantage of the rest of the break to work on the <i>Welcome</i> and <i>About Me</i> pages in your home page section. You will also select 1 or 2 progress artifacts from each course you took during the first semester and match them up with the IRA sub-standards. You will upload these artifacts in the <i>IRA Standards and Progress Artifacts</i> section. Complete the artifact tags (Context and Reflection) for each progress artifact. You will also update the <i>IRA Standards Check List</i> to reflect your entry. The above entries needs to be completed <u>before the following semester begins</u>, so that, within the first three weeks of the following semester, your faculty mentor will review your entries and provide you with feedback.</p>
<p>Ongoing Entries Progress Artifacts Artifact Tags</p> <p><i>Make ongoing entries after each semester.</i></p>	<p>Continue to select progress artifacts from subsequent courses you took and match them up with remaining IRA sub-standards. Upload them <u>as you finish each semester</u>. All the IRA sub-standards need to be aligned with a progress artifact and artifact tags. Within the first three weeks of each subsequent semester, your faculty mentor will continue to review your entry and provide feedback.</p>
<p>Mid-Point Entries Benchmark 1</p>	<p><u>During the break before you take Literacy Assessment</u> course (EDLIT 731/EDLIT 756), you will finish a draft of Benchmark 1. You will continue to revise it and upload it within that semester. The Benchmark will be reviewed by your faculty advisor.</p>
<p>Final ePortfolio Workshop</p> <ul style="list-style-type: none"> ➤ Early January or June before your final semester. ➤ Attendance required. 	<p>This will take place <u>during the break before you enter your final semester</u> (early January or early June). At the workshop, you will participate in reflective activities of your learning thus far. You will also learn how to revise your Benchmark 1 and turn it into Benchmark 2, as well as how to choose three showcase artifacts and complete artifact tags to illustrate your accomplishments at Hunter.</p>
<p>Final Entries Benchmark 2 Three Showcase Artifacts Artifact Tags</p>	<p>Take advantage of the break before your final semester to complete and upload Benchmark 2, three showcase artifacts, and their artifact tags (context, explanation, reflection).</p>

D. Technology Competencies

The School of Education has instituted a technology assessment as a graduation requirement beginning with students who matriculated in the School of Education in summer or fall 2008. For those accepted before Fall 2014, the assessment is based on 15 different technology competencies that are essential to teaching work in today's schools. You may elect, however, to complete the 10 new competencies, however, if you so choose. For those admitted in Fall 2014 and after, all technology competencies will be integrated into our courses. Please see the chart below to see what the competencies and their corresponding assessments and courses. Students may complete the competency assessments over the course of their time at Hunter, but must have completed all competencies by the time they graduate.

Adolescent Literacy Technology Competencies

Technology Competency	Course	Assessment
Competency 1: Produce educational documents with graphics (This includes composing standard educational publications such as teaching materials, newsletters, and handouts for students, parents, or clients. Uses specialized graphic organizers, as well as word processors or presentation programs, to create digital representations of information.)	EDLIT 757	Tutoring e-Portfolio (Literacy Space)
Competency 2: Analyze quantitative data (This includes administrative work such as putting student test scores or research data into a spreadsheet and analyzing them, as well as preparing curriculum, counseling, or professional materials with digital tables and graphs of educational or professional content, and for some teachers recording measurements from science experiments directly into the digital device.)	EDLIT 756	Spelling and Vocabulary Inventory & Analysis
Competency 3: Demonstrate effective online search strategies, source evaluation and citation (For professional work, as well as classroom assignments, searchers for, evaluates and chooses the most appropriate online research tools, authoritative sources, and professional databases. Applies effective search and evaluation techniques to produce useful and safe online resources in the classroom. Models for students proper citation of at least 3 web sources (showing evaluation of author and no author sites).	EDLIT 745	Grant Proposal
Competency 4: Collaborate online for learning, outreach, counseling or research (Takes advantage of email, text messaging, audio and/or videoconferencing (e.g., Skype, GoogleTalk), blogs, wikis, chats, Learning Management Systems, and other tools, to communicating and collaborate with students (current, graduates, students in other schools or abroad), parents, clients, colleagues and/or experts in field(s) being studied (e.g., the author of a book students have read, professional, upperclassmen, or parent).	EDLIT 745	Weekly postings to Blackboard
Competency 5: Publish learning, research, or other professional resources online (Has mastered an array of tools and techniques for publishing learning materials online, from a simple teacher's web site to a complex curriculum or research wiki to the online posting of student or professional collaborative projects, to eBooks to podcasting.)	EDLIT 757	Tutoring e-Portfolio (Literacy Space)
Competency 6: Differentiate instruction, presentations or experiences with digital media (Uses a digital device to prepare and present academic ideas in a variety of forms and styles for better learning by all students, clients or colleagues, and is aware of assistive technologies for disabled participants.)	EDLIT 756	School presentation
Competency 7: Record and edit images, audio, and video (Uses digital devices to record and edit images, audio, and video for classroom or professional use.)	EDLIT 740	Professional development video
Competency 8: Produce and deliver digital multimedia presentations (Combines media (images, music, sound, text, video) from a wide array of sources into a useful presentation of academic content. Uses a slide show, PowerPoint, digital story, Prezi, video, podcast or other presentation tool/software. Sets up and delivers presentation connecting common devices such as laptops to projectors, tablets to SmartBoards, iPhones to iTVs or two other devices/displays.)	EDLIT 756	School presentation
Competency 9: Research, locate, and select software and applications that help students learn (Uses software and applications that is unique to field of study and is able to give a rationale for its fit for a particular group of learners.)	EDLIT 757	Tutoring e-Portfolio
Competency 10: Employ new media devices for learning or presenting (Incorporates a variety of digital devices into instruction in the classroom, into client sessions and into professional presentations, from interactive whiteboards to smartphones to tablets to computers to science probes; and uses them to extend learning opportunities for students, clients or colleagues.)	EDLIT 757	Tutoring e-Portfolio

REFERENCES

- Allington, R.L. (2001). *What really matters for struggling readers*. New York: Longman.
- Allinton, R.L. & Cunningham, P.M. (2002). *Schools that work*. Boston, MA: Allyn & Bacon.
- Alvermann, D. (2001). Effective literacy instruction for adolescents. Paper commissioned by National Reading Conference. Available at:
<http://www.nrconline.org/publications/alverwhite2.doc>.
- Banks, J.A. (1994). *Multiethnic education: Theory and practice* (3rd ed.). Boston: Allyn & Bacon.
- Bean, R.M., Cassidy, J., Grumet, D. S., Shelton, D.S., & Wallis, S.R. (2002). What do reading specialists do? Results from a national survey. *Reading Teacher*, 55(8), 736-744.
- Biancarosa, G. & Snow, C. (2004). *Reading next: A vision for action and research in middle and high school literacy*. Washington, DC: Alliance for Education.
- Darling-Hammond, L., Bransford, J., LePage, P., Hammerness, K., & Duffy, H. (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco, CA: Jossey-Bass.
- Delpit, L. (1996). *Other people's children: Cultural conflict in the classroom*. New York: New Press.
- Deshler, D.D., Palincsar, A.S., Biancarosa, G. & Nair, M. (2007). *Principles and programs for teaching struggling adolescent readers*. Newark, DE: International Reading Association.
- Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College Press.
- Gee, J.P. (1994). First language acquisition as a guide for theories of learning and pedagogy. *Linguistics and Education*, 6, 331-354.
- Greene, M. (2000). Imagining futures: The public school and possibility. *Journal of Curriculum Studies*, 32 (2), 267-280.
- Grossman, P., Wineburg, S. & Woolworth, S. (2001). Toward a theory of a teacher community. *Teachers College Record*, 103(6), 942-1012.
- Harmon, J., Hedrick, W., Martinez, M., Perez, B., Keehn, S., Fine, J. C., & others. (2001). Features of excellence of reading teachers preparation programs. In J.V. Hoffman, D. L. Schallert, C. N. Fairbanks, J. Worthy, & B. Maloch (Eds.), *50th Yearbook of the National Reading Conference* (pp. 262-274). Chicago, IL: National Reading Conference.
- Hoffman, J. V., Roller, C., Maloch, B., Sailors, M., Duffy, G. & Beretvas, S. N. (2005). Teachers preparation to teach reading and their experiences and practices in the first year of teaching. (National Commission on Excellence in Elementary Teacher Preparation for Reading Instruction.) *The Elementary School Journal*, 105(3), 268-287.
- International Reading Association (IRA). (2004). *Standards for reading professionals—Revised 2003*. Newark, DE: Author. Available:
http://www.reading.org/resources/issues/reports/professional_standards.html.
- International Reading Association (IRA) & National Council of Teachers of English (NCTE). (1996). *Standards for the English language arts*. Newark, DE; Urbana, IL: Authors.
- Kamil, M.L. (2003). *Adolescents and literacy: Reading for the 21st century*. Washington, DC: Alliance for Excellent Education. Available:
<http://www.all4ed.org/publications/AdolescentsAnd Literacy.pdf>.
- Ladson-Billings, G. (1994). *The dreamkeepers: Successful teaching of African-American children*. San Francisco: Jossey-Bass.

- Lanier, J. & Little, J. (1986). Research on teacher education. In M. Wittrock (Ed), *Handbook of Research on Teaching* (pp. 527-569). New York: MacMillan.
- Peterson, C.L., Caverly, D.C., Nicholson, S.A., O'Neal, S., & Cusenbary, S. (2001). *Building reading proficiency at the secondary level*. Austin, TX: Southwest Educational Development Laboratory.
- RAND Reading Study Group. (2002). Reading for understanding: Toward an R&D program in reading comprehension. Santa Monica, CA: Rand. Available: <http://www.rand.org/multi/achievementforall/reading/readreport.html>.
- Sleeter (2001). Preparing teachers for culturally diverse schools: Research and the overwhelming presence of whiteness. *Journal of Teacher Education*, 52(2), 94-106.
- Stiggins (2002). Assessment crisis! The absence of assessment for learning. *Phi Delta Kappa*, 83(10), 758-765.